

INTRODUCCIÓN: SITUACIONES DE APRENDIZAJE EN CONTEXTOS VARIADOS. LA DIDÁCTICA COMO EJE DEL SISTEMA EDUCATIVO.

INTRODUCTION: LEARNING SITUATIONS IN DIFFERENT BACKGROUNDS. DIDACTICS AS STONECORNER OF THE EDUCATIONAL SYSTEM.

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Abstract

This paper sets out the content of a specific monograph on learning situations, which contains a compendium of articles on learning situations developed in different educational contexts, as well as an in-depth analysis of the current regulations on these in the different autonomous communities in Spain.

Keywords: *Collaborative learning, challenges, evaluation, feedback, technical skills, soft skills*

1. INTRODUCTION: LEARNING SITUATIONS. METHODOLOGICAL APPROACH OF EDUCATION.

What is the main function of education? When programming new laws, royal decrees, orders, and the rest of the regulations that order the Spanish Educational System, this is the question that legislators should ask themselves. According to the considerations set out in the Preamble of Organic Law 3/2020, of 29 December, which amends Organic Law 2/2006, of 3 May, on Education (LOMLOE), education is responsible for and guarantees the individual and collective well-being of the members of a society, achieving social cohesion.

In order to achieve these objectives, it is necessary to regulate the Spanish education system to ensure that all members of society have equal access to education. It is the function of the body of education inspectors to advise, supervise and ensure that the different sectors of the education system can achieve these objectives (Morales Barbera, 2022). Among its functions is, therefore, to advise and supervise teachers in their educational practices, as well as to participate in the evaluation of the educational system (article 151 of the LOMLOE, 2022).

Although most of the components of the educational curriculum can be standardized and therefore regulated, the teaching methodology applied by each teacher is subjective, dependent on the student and his/her context, as well as on the educator, which makes its objective and standardized analysis difficult, and it is underrepresented in relation to the other components of the curriculum in the regulations. There is little discussion of methodology.

The evolution of the curriculum in the framework regulations in our educational system presents two major stages (González Ortega and Lozano Salinas, 2021), the pre-curricular phase, focused on establishing the academic organization and study plans, and the curricular phase, from the entry into force

of Law 14/70, of August 4, General Education and Financing of the Educational Reform (Law 70), to the present, where the curricular development focuses this and successive laws. Until the development of Law 70, methodology was not explicitly included in the curriculum, the concept being introduced in article 18 of the same law.

Despite its open regulation, teaching methodology is, and has always been, the main axis of the different educational models that have been developed throughout history. Although these educational models or currents are differentiated according to the process that conditions learning (García Yelo, 2021), learning itself is closely linked to the teaching methodology used by the educator. As is well known, there are many factors that condition learning (Zimmerman, 1989, 2000), directly affecting the situation or situations under which cognitive processes occur and thus determining the success of learning (Lacasa and Herranz, 1989). Thus, the chosen methodology should take these situations into consideration to achieve the highest possible degree of success in the teaching-learning process. Therefore, learning situations are placed at the center of educational planning.

According to the definition given in the Royal Decrees on the organization and minimum teachings of the different educational levels of the Spanish Educational System (RD 95/2022; RD 157/2022; RD 217/2022; RD 243/2022), drafted under the LOMLOE, the learning situations are defined as:

Situations and activities that involve the deployment by students of actions associated with key competencies and specific competencies, and that contribute to the acquisition and development of these competencies. (p. 14563, p. 24388, p. 41574, p. 46050, respectively)

Thus, as already indicated by Jonnaert et al. (2008), learning situations must be planned and programmed according to the need for students to achieve both general and specific competencies in each area or subject. It would seem,

therefore, that other components of the curriculum are alien to this planning. However, when we analyze the competencies, we observe that they are developed under the protection of the educational objectives (general competencies of each stage), as well as with the basic knowledge and evaluation criteria (specific competencies of each subject or area) (Ortiz Aguirre, 2023). As an example, we can mention the relationship between mathematical competence and competence in science, technology and engineering and the general objectives of the stage, together with the specific competencies, basic knowledge, and evaluation criteria of the area of Knowledge of the Natural, Social and Cultural Environment.

Specific competence 5. *Identify the characteristics of the different elements or systems of the natural, social, and cultural environment, analyzing their organization and properties and establishing relationships between them, in order to recognize the value of cultural and natural heritage, preserve it, improve it and take actions for its responsible use.* (RD 157/2022, p.29), is linked, among others, with:

- The objective l) Know and value the animals closest to humans and adopt modes of behavior that favor empathy and care for them.
- The descriptor of the CC4 Exit profile: Understand the systemic relationships between human actions and the environment, and initiate the adoption of sustainable lifestyles, to contribute to the conservation of biodiversity from both a local and global perspective.
- Basic knowledge: Relationships between humans, animals, and plants. Care and respect for living beings and the environment in which they live, avoiding the degradation of soil, air or water.
- Evaluation criteria 5.3 Show attitudes of respect for the natural and cultural heritage, recognizing it as a common good.

Therefore, by considering competences (general and specific) in the development of different learning situations, we will be working on all the

components of the educational curriculum. Furthermore, one of the advantages of linking learning situations to competencies lies in the fact that these can be worked from any approach (extrapolated to any level and subject/subject of the educational system). However, this transposition requires a correct adaptation, considering the context in which they are to be applied, in order to achieve the specific objectives, as well as to work on the specific knowledge and competencies of each area. It is in the achievement of the challenge or activity linked to the specific situation, where the specific competences can be worked on, making it easier for the students to associate the knowledge with real and daily situations.

However, this new competency-based approach brings with it a new problem: the evaluation of these situations, given that the teacher evaluates learning based on criteria/standards, which are closely linked to knowledge, but which, a priori, are more complex to extrapolate to competencies. The competency assessment advocated by the LOMLOE seems complicated if a methodological structure based on decontextualized Teaching Units or alien to the daily life of the students is maintained.

This monograph presents an in-depth analysis of the concept of learning situation, according to the regulations currently in force in different communities, as well as concrete examples of learning situations according to different pedagogical approaches, for different knowledge and educational levels, as a sort of multidisciplinary guide, applied and applicable, resulting in a compendium of challenges proposed by active teachers.

2. EXAMPLES OF LEARNINGS SITUATIONS.

The intrinsic variability of society is evident in its educational system, which

must reflect this plurality and respond to the idiosyncrasies of each classroom. It is necessary, then, to adapt the different methodologies to the context that the teacher encounters, on a daily basis, in his or her classroom. As mentioned in the introduction, this monograph aims to bring together a series of specific examples of learning situations programmed for different educational contexts, supporting them in the current regulations:

- Develop a good learning situation, it is necessary to start from its design, structured in specific phases, and complying with the current regulations in force. An in-depth analysis of the theoretical bases underpinning competency-based learning and its relationship with the new approach contained in the LOMLOE serves as a basis for creating a general guide of "good practices" in the development of learning situations (Ruiz Morales, 2023, *in press*).
- A review of the different pedagogical schools on which the concept of "learning situation" is based serves as a scaffolding to explain the differences between exercises, activities, tasks and learning situations, and their contextualization in the cognitive process of students, and allows us to propose specific learning situations for Geography and History at different educational levels, a guided tour of the city center and the debate on the sustainability of the same city, as examples of pedagogical proposals of a higher order (Alcalá Ibáñez and Gasque Rubio, 2023, *in press*).
- Analyzing the figure of female geologists in a social-historical context, through an inquiry-based methodology in primary and secondary classrooms, allows students to develop project-based work, in which new technologies, with the use of educational blogs and social networks, as well as more analogical activities, serve as a common thread to work not only on specific Geology contents, but also on competencies, both general and specific, of the areas of Natural Sciences throughout compulsory

education (Fesharaki, et al., 2023, *in press*).

- Work on digital competence through the development of learning situations requires a thorough theoretical analysis of how competences (general and specific), objectives and knowledge are related to activities focused on the use of ICT (Information and Communication Technologies), LCT (Learning and Communication Technologies), TEP (Technologies for Empowerment and Participation) and TRIC (Relationship, Information and Communication Technologies). This monograph also presents a theoretical guide on programming situations (López Company, 2023, *in press*) that also includes several intervention typologies for different educational levels, as well as different fields or subjects, providing general examples of resources and tools for development and evaluation.
- An active methodological approach, as a standard of constructivist learning, to work on the Generation of '27 with secondary school students, serves as a guiding thread to explain what learning situations are composed of and how they should be programmed in the linguistic field (Hilario Silva and Ortiz Aguirre, 2023, *in press*). Through the development of a learning situation based on project-based and problem-based work, students learn to integrate knowledge, procedures, and attitudes from a competency-based perspective.
- Teaching Spanish through poetry, used as an instrument of creativity and expression to work on multilingual competence among students in a French high school, and based on project work, collaborative and cooperative work, becomes another example of competency-based education, but following the guidelines of the Common European Framework of Reference for Languages (Marrodán Verdeguer, 2023, *in press*) and corroborating, therefore, the universality of learning situations as the backbone of any educational system.
- When public educational bodies and administrations actively collaborate in the development and implementation of a new educational model,

substantial changes occur in the performance of education professionals. The incorporation of new active-collaborative methodologies in VET in the Basque Country has benefited in the last 10 years, thanks to the development of teacher training courses developed by the Vice-Ministry of Vocational Training of the Basque Country, in collaboration with the center for applied innovation in VET (Tknica). As a result of these courses, Basque VET teachers are at the forefront in the development of the collaborative learning model based on challenges (Sánchez Márquez and Mejjide Bermúdez, 2023, *in press*).

- Basic vocational training requires specialized attention, focused on practicality and everyday life, so that the participating students, who are particularly complex, far from the classroom and diverse in their psychosocial characteristics, can complete their training period by achieving competences that go beyond the merely professional ones. More than ever, the teaching proposed must be enjoyable and quotidian. A learning situation centered on the creation of a tourist itinerary through different autonomous communities in Spain serves to work on contents related to Geography in the Communication and Society I module (Hernangómez Criado and García Yelo, 2023, *in press*).
- Rural schools stand as reference centers for Universal Learning Design and facilitate the pedagogical transformation process necessary to adapt to the current social context of the educational system. The management team, faculty, students, and inspection service join forces and create a new methodological management body in an early childhood and primary school, the Coordination of Active Methodologies, with a specific space for the development of innovative Learning Situations, the Classroom of the Future (Cadalso Rico and Seara Millán, 2023, *in press*).
- According to the Geography and History curriculum of the autonomous community of the Canary Islands, adolescent students in the 3rd year of ESO should get to know their city, identifying the main points of interest

(heritage, tourist, commercial and commercial services). From

Thus, this monograph includes theoretical papers that provide a pedagogical and legislative basis for learning situations, as well as eminently practical papers that propose examples of learning situations for different educational environments and levels.

In this same volume, we find a teaching innovation project, transversal to several subjects: Metrominuto. Focused on the development of a sequence of practical activities, the learning situation proposed in this innovation project maintains a multidisciplinary and multi-methodological approach, working different objectives and competencies of the subjects of Geography and History, Mathematics, Physics and Chemistry and Plastic, Visual and Audiovisual Education can be worked on, using as a central didactic resource the development of a Metrominute (Fernández Armas et al., 2023, *in press*).

3. FINAL CONSIDERATIONS.

The creation of this monograph is motivated by the publication of the new educational law (LOMLOE) promoted by the current government, which highlights the relevance of Learning Situations as a universal methodological approach, focused on the development of competencies. However, the novelty is not so much. As an example, we can observe the learning situation developed in the movie *La lengua de las Mariposas* (1999; direction: José Luis Cuerda, script: Rafael Azcona, adaptation of the stories by Manuel Rivas), set in the months prior to the beginning of the Spanish Civil War. This film describes a learning situation that could be extrapolated to the present day, but set almost 100 years ago.

During the film there are three scenes, interspersed between sequences that deal with non-educational contents *sensu stricto*, in which a rural school

teacher, Don Gregorio, works on contents related to Natural History. These scenes take place on three different days (3 sessions), in the classroom (1st introductory session) and in the fields near the village where the story takes place (2nd and 3rd sessions). While the first and second scenes correspond to the class schedule (with ordinary activities in the first case and complementary in the second), the third scene narrates the activity of two of the students (Moncho and Roque) with the teacher one afternoon (developing extracurricular activities). In the film, a fourth scene takes place during the holiday period, which we could consider as an evaluation of the students' learning, showing that at least one of the students has completed the learning process by fulfilling some of the points that mark the exit profile. The concrete development is described below, in the didactic and methodological sequencing section.

According to Ruiz Morales (2023, *in press*), the sections that make up the proposal are as follows:

- Identification: Did you know that butterflies have tongues? Students of the first and second cycles of Primary Education. Area: Knowledge of the Natural, Social and Cultural Environment. 3 sessions and one evaluation session.
- Justification: Promote among the students the interest in the natural environment so that they can achieve the objectives of the stage:
 - h) To know the fundamental aspects of the Sciences of Nature, Social Sciences, Geography, History and Culture.
 - l) To know and value the animals closest to human beings and to adopt modes of behavior that favor empathy and care for them.

The motivation for this learning situation comes from the arrival of spring, which alters the behavior of living beings, which set in motion a series of processes and resources to perpetuate themselves. As a curious note, the film introduces this sequence with a fight between several students, a fight

that the teacher ends with the following remark: "You look like rams", a clear reference to the behavior of these animals during the rutting season.

- Curricular concreteness: Although the film is set at a time when the normative regulation of the Educational System was in its pre-curricular phase (González Ortega & Lozano Salinas, 2021), we can find parallels in the contents mentioned in the film and those included in RD 157/2022. Thus, Annex I includes the key competencies, with specific operational descriptors, basic knowledge, specific competencies and evaluation criteria that would be worked on in this learning situation.
- Didactic sequencing and methodology: according to the film, the didactic sequencing would be as follows:
 - Session 1: The teacher announces that, with the beginning of spring, *Natural History* classes will be held in the field, and poses a series of questions that will capture the students' attention, including the one that gives title to the learning situation. Then, on the blackboard (the first didactic resource used), he draws a spiral, as an example of a butterfly's tongue. The sequence ends there, but presumably the teacher would give a master class to his students with content related to butterflies and their participation in pollination.
 - Session 2: In the field (second spatial resource, the first one was the classroom of the first session), while they go for a walk, the teacher draws the attention of his students to the presence of butterflies in the environment and recovers the contents (review) taught in the previous session about the butterflies' tongue, explaining its function, as well as including new contents such as the concept of nectar or the parts of flowers.
 - Session 3: Also in the field, during an extracurricular activity (with only two of the students) and taking advantage of the gift that Don Gregorio has given to Moncho (a butterfly hunter, second didactic resource used), both students and the teacher collect "samples" of

butterflies, which they then release, to observe them closely. The teacher indicates the species and explains that their wings are composed of a set of scales. This sequence also does not reflect the entire activity, in which he could have compared with other butterflies, insects and even animals, to reflect the anatomical differences between them, and even make a brief classification of invertebrates.

- Session 4: This would be the last session, in which Moncho and his teacher collect arthropods that they intend to identify later with a microscope (third didactic resource) that the Central Committee has finally granted to the teacher. The sequence also does not show the whole activity, which would undoubtedly consist of the observation of the animals, and their subsequent classification in an individual dossier with the specific characteristics of each individual, and which could be used as a method of evaluation, since the students could use the resources and previous learning in this classification.
- Description of the final product: In this specific case, it would be a performance or task in which the students would put into practice the acquired knowledge and different skills and attitudes. It would be that last day in which Moncho collects arthropods with his teacher to observe them under the microscope, recognizing in them the parts that were worked on during the previous sessions, as well as their classification.
- Relationship with other areas/subjects, as well as with plans and projects of the center: Although in the sequences described above there are no explicit activities in which contents from other areas are worked on, it can be observed throughout the film how the teacher teaches different contents, as shown, for example, in the reference to animals from other continents (Geography) that the main character of the film makes at a certain moment.
- Measures for addressing diversity: Since this is a relevant point in teacher planning, it is not made explicit in the film. However, the school depicted in

the film is a rural school, where students of very different ages and educational levels attend the same classroom (it is an all-male class), so that attention to diversity is assumed to be constant. An example is seen at the beginning of the film: Moncho, a small boy who has never been to school, is afraid of being beaten by the teacher. Faced with his shyness, the teacher holds his hand and enters the classroom with him. Although the first experience with the teacher is not a good one (the frightened child and faced with the mockery of his classmates for calling him a sparrow, urinates and runs away from the class because he feels ridiculed and ends up lost for a whole night), the teacher detects the child's sensitivity and decides to go to his house to ask for his forgiveness. The next day, in the classroom, he sits the child next to him during class so that the child feels safe. The teacher continues with the class and evaluates the previous knowledge of several students, and tells Moncho to sit next to a classmate, who, after making a very personal confession to Moncho and of the same nature as the event that the protagonist had experienced the day before, will end up being his best friend. It is an example of personalized attention taken to the extreme.

- Evaluation of the results and the process: As we have explained in the didactic and methodological sequencing section, the evaluation would take place in the last session and would require a rubric that contemplates all the points dealt with during the development of the session. However, the learning is demonstrated by the main character throughout the film, exposing as curiosities or answers to everyday situations the knowledge that the teacher works on during the development of the three sessions.

As we can see, the aforementioned film shows a didactic sequencing from which all the elements of the curriculum, necessary to create a complete learning situation, can be extracted. If in an audiovisual media, a film director and a screenwriter have been able to represent a current learning situation in a social context prior to the Spanish Civil War, it may be asked whether the learning

situations are something new and difficult to carry out in the classroom. If the new law only organizes what good teachers have been developing in their classrooms for decades, why does it pose a didactic challenge?

It is not the purpose of this paper to answer this question, but to indicate that this challenge is not only for teachers, but for the whole educational profession. As mentioned at the beginning of this paper, it is the role of the Educational Inspectorate to ensure that the teaching techniques and methods used by teachers guarantee the teaching-learning process. However, one cannot evaluate what one does not know, as major mistakes can be made. Thus, the Inspectorate, in its supervisory task, needs to be aware of the large repertoire of teaching techniques required in different learning situations, in order to have the tools to assess the quality of teacher's performance and of student learning process. Providing a series of ideas and concepts on the subject, useful during classroom visits, is the true aim of the monograph presented here, as is the classroom the place where legal programs become true, where the educational laws fail or succeed, and the Inspectorate always ensures the success of the Educational System. In order to do it so, Inspectors must be updated.

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ANNEX 1

	Basic knowledge	Specific competencies and evaluation criteria	Key competencies with descriptors
A. Scientific culture. First Cycle.	1. Initiation in the scientific activity. <ul style="list-style-type: none"> • Inquiry procedures appropriate to the needs of the research... • Basic scientific vocabulary... • Curiosity and initiative in the realization of different investigations... • Sustainable lifestyles and the importance of caring for the planet... 	<u>CE2: To pose and give answers to simple scientific questions, using different techniques, instruments, and models...</u> Evaluation Criteria 2.1 Show curiosity about nearby objects, facts, and phenomena, formulating questions and making predictions. 2.2 Seek simple information from different safe and reliable sources... 2.3 Participate in guided or guided experiments [...] using simple inquiry techniques, [...] instruments, and recording observations... 2.4 Propose answers to questions posed... 2.5 Communicate orally or graphically the results of investigations...	<u>Competence in Linguistic Communication.</u> <u>CCL1.</u> Expresses facts, concepts, thoughts, opinions, or feelings in oral, written, signed or multimodal form, with clarity and appropriateness to different everyday contexts of their personal, social, and educational environment, and participates in communicative interactions with cooperative and respectful attitude, both to exchange information and create knowledge and to build personal bonds. <u>CCL2.</u> Understands, interprets and values simple oral, written, signed or multimodal texts of personal, social, and educational environments, with punctual accompaniment, to actively participate in everyday contexts and to build knowledge.
	2. Life on our planet. <ul style="list-style-type: none"> • Basic needs of living beings [...] and the difference with inert objects. • Adaptations of living beings [...] to their habitat... • Classification and identification of living beings [...] with their observable characteristics. • Relationships between human beings, animals, and 	<u>CE 5: Identify the characteristics of the different elements or systems of the natural environment...</u> Evaluation Criteria 5.1 Recognize the characteristics, organization, and properties of the elements of the natural, social, and cultural environment... 5.2 Recognize simple and direct connections between different elements of the natural environment... 5.3 Show attitudes of respect for the natural and cultural heritage, recognizing it as a common good. <u>CE 6: Identify the causes and consequences of human intervention in the environment...</u>	<u>Mathematical competence and competence in science, technology, and engineering.</u> <u>STEM1.</u> Uses, in a guided manner, some inductive and deductive methods proper to mathematical reasoning in known situations and selects and uses some strategies to solve problems reflecting on the solutions obtained.

	Basic knowledge	Specific competencies and evaluation criteria	Key competencies with descriptors
	plants. Care and respect for living beings and the environment in which they live.....	Evaluation Criteria 6.1 Show sustainable lifestyles and value the importance of respect, care, [...] of the elements and beings of the planet....	<u>STEM2</u> . Uses scientific thinking to understand and explain some of the phenomena that occur around them, relying on knowledge as a driver of development, using appropriate tools and instruments, posing questions, and performing simple experiments in a guided manner.
B. Scientific culture. Second Cycle.	1. Initiation in the scientific activity. <ul style="list-style-type: none"> • Inquiry procedures appropriate to the needs of the investigation.... • Appropriate instruments and devices for making observations [...] in accordance with [...] the investigation. • Basic scientific vocabulary... • Encourage curiosity, initiative, and constancy in carrying out the different investigations. 	<u>CE2: Pose and give answers to simple scientific questions, using different techniques, instruments, and models...</u> Evaluation Criteria 2.1 Formulate questions and make reasoned predictions [...] for the natural environment [...] nearby. 2.2 Seek and select information from different safe and reliable sources.... 2.3 Conduct guided experiments, when the investigation requires it, using different inquiry techniques and models.... 2.4 Propose possible answers to the questions posed, through the interpretation of the information and results obtained.... 2.5 Present research results in different formats, using scientific language....	<u>STEM5</u> . Participates in scientifically based actions to promote health and preserve the environment and living beings, applying ethical and safety principles, and practicing responsible consumption.
	2. Life on our planet. <ul style="list-style-type: none"> • The kingdoms of nature from a general and integrated perspective [...] characteristics of different ecosystems. • Characteristics of animals that allow their classification and differentiation... • Characteristics of plants that allow their classification [...] relation with the environment and perpetuation of the species. 	<u>CE 5: Identify the characteristics of the different elements or systems of the natural environment...</u> Evaluation Criteria 5.1 Identify the characteristics, organization, and properties of the elements of the natural environment.... 5.2 Identify simple connections between different elements of the natural social and cultural environment [...] understanding the relationships that are established. 5.3 Protect the natural and cultural heritage and value it as a common good....	<u>CC4</u> . Understands systemic relationships between human actions and the environment, and initiates the adoption of sustainable lifestyles, to contribute to the conservation of biodiversity from both a local and global perspective.

Basic knowledge	Specific competencies and evaluation criteria	Key competencies with descriptors
<ul style="list-style-type: none">Ecosystems as a place where biotic and abiotic factors intervene...	<i>CE 6: Identify the causes and consequences of human intervention in the environment...</i> Evaluation Criteria 6.1 Identify eco-social problems, propose possible solutions and put into practice sustainable lifestyles...	